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ABSTRACT

The purpose of the study was to assess the impact of regular class placement on learning problem students. Consideration was given to academic achievement, personal and social adjustment, peer relationship, and students' perceptions of the class. Fifty seven learning problem students were selected from four types of learning disabilities classes: opportunity (educable, slow learner), perceptual, behavioral (including multiply handicapped), and special reading. Questionnaires distributed to the class teacher and interviews with the children were used to collect data. According to the teachers' evaluations, all groups but the opportunity class group achieved according to expectation. Overall personal and social adjustment, as perceived by the teachers, was considered similar for all groups. The special students were shown to give favorable responses to questions related to their feelings about the regular class. It was revealed by comparison that the opportunity class students were the most positive of the groups. Samples of the teacher questionnaire and student interview questions are included in the appendix. (CD)

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RESEARCH REPORT

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FOR THE BOROUGH OF SCARBOROUGH

STUDY OF STUDENTS FROM SPECIAL CLASSES WHO HAVE BEEN RETURNED TO REGULAR CLASSES

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STUDY OF STUDENTS FROM SPECIAL CLASSES WHO HAVE BEEN RETURNED TO REGULAR CLASSES

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I. INTRODUCTION

For some years now, the Scarborough Board of Education has provided special classes for students who are experiencing learning difficulties. These special classes are comprised of four different types which represent four generally recognized areas of learning disabilities. The four types provided are: Opportunity Classes, Perceptual Classes, Behavioural Classes (including Multiply Handicapped) and Special Reading Classes. Qualifications for these classes vary according to the type of special class.[1] A child is recommended for placement in one of them only after a careful assessment has been made by a psychiatrist, a psychologist, or a psychometrist, coupled with consultations with the teacher and the principal. Parental approval must, of course, be obtained, and, finally,the recommendation must be approved by an Admission Committee.

The special classes vary in their aims according to the type of class, but generally they are designed to permit the student to develop to his fullest potential or to overcome, or learn to cope effectively with, his specific learning problem. Various methods are employed to achieve these aims, including specific individualized and small group instruction and the use of special materials and teaching methods.

When a child is judged ready, he is returned to his regular class, or, sometimes, in the case of Opportunity Class students, to a higher level Opportunity Class or to a Vocational School.

Recently, the Special Education Department expressed the desire to have a study conducted to evaluate the success of students who have been returned to regular classes. The design of the study involved joint efforts by the Special Education Department and the Research Department of the Scarborough Board of Education.

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[1] For the specific qualifications for admission to each type of special class, see Appendix A.

II. PURPOSES OF STUDY

The first purpose of the study is to provide information on the success of special class students who have been returned to a regular class. The criteria of success are as follows:

(a) Academic achievement

(b) Personal and social adjustment

(c) Social relations with peers

(d) Students' perceptions of regular class

The second purpose of the study is to assess the appropriateness of the grade placement recommended by the Special Education Department.

III. PROCEDURE

Selection of Students

In September, 1968, fifty-seven students who had been enrolled in special classes were returned to regular classes in thirty-nine Scarborough Public Schools. These students comprised the subjects for this study. The special classes from which they were returned were as follows:

(a) Opportunity (Primary, Junior, and Intermediate)

(b) Perceptual

(c) Behavioural

(d) Special Reading

Collection of Data

Information on the type of special class from which a child came and his recommended grade placement was provided by the Special Education Department. Data on mental ability (I.Q.), age, and achievement as measured by standardized tests administered in June, 1968, while the students were in special classes were provided at the same time.

School marks (estimated grade level in June, 1969) were obtained from each child's regular class teacher by means of a form that was distributed for this purpose. In addition to this, teachers were asked to fill out a personal and social adjustment inventory and a social acceptance inventory for each special student in her class.

The personal and social adjustment inventory was designed especially for this study, using a list of independent personality traits identified by Guilford.[1] For an explanation of the terms used to describe each trait, reference may be made to Appendix B.

The social acceptance inventory was comprised of two items designed to indicate the extent to which special students returned to regular classes were excluded from activities in the classroom or on the playground.

In addition to the measures mentioned above, each child was interviewed individually and his responses to six questions relating to his feelings about the regular class were obtained.

Treatment of Data

Students were divided into the four groups specified previously (Opportunity, Perceptual, Behavioural, and Special Reading).

For the analysis relating to criteria of success, the percentage of students above, at, and below the recommended level in each subject was calculated for each of the four groups. The procedure for establishing the three categories was as follows. First, since the study was conducted in June, nine months were added to the recommended grade placement for the previous September (e.g. a student recommended for Grade 5 might be expected to be at Grade 5.9 in June). "At grade level" was defined as being one grade above or below the expected grade (for the example used, a range from Grade 5.0 to Grade 6.8). These cut-off points are based upon studies that suggest about two-thirds of students in a particular grade are generally found within a range from one grade below to one grade above the expected grade. For our example, then, "above grade level" would be Grade 6.9 and above, and "below grade level" would be Grade 4.9 and below.

Average scores in each area of the personal and social adjustment inventory were calculated and the results were presented in the form of graphs. The social acceptance inventory completed by the teachers was dealt with in the same way. Students' responses to the six questions relating to their feelings about the regular class were presented as percentages of students giving each of the five possible responses.

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[1]Georgia Sachs Adams, Measurement and Evaluation in Education, Psychology, and Guidance. New York: Holt, Rinehart and Winston, 1964.

For the analysis relating to the appropriateness of the recommended grade placement, the recommended and actual grade placement for students in each of the four groups was indicated on a series of tables, one for each group. In addition, standardized achievement tests results, available from the Special Education Department for the Opportunity group, were presented for comparison with teachers' marks. Furthermore, ages and data from mental ability (I.Q.) tests were summarized and presented as comparisons.

IV. ANALYSIS RELATING TO SUCCESS

(a) Level of Achievement

Table I shows level of achievement by subject for students from Opportunity classes. It is evident that the majority of students from Opportunity classes achieved below the recommended grade level. This trend was most evident in Reading, Language, Mathematics, and Social Studies.

Table II shows level of achievement by subject for students from Perceptual classes. Here the trend noted above is reversed, with the majority of students achieving at recommended grade level.

Table III shows level of achievement by subject for students from Behavioural classes. There is much more variation from subject to subject displayed here than in either of the two preceding tables. In Mathematics, Science, History, Geography, and Social Studies, the majority of students achieved at recommended grade level. However, in Reading and Language the majority achieved below recommended grade level.

Table IV shows level of achievement by subject for the one student from a special reading class. This student achieved above recommended level in Mathematics, Science, History, and Geography, and at recommended level in Reading and Language.

TABLE I

ACHIEVEMENT BY SUBJECT FOR STUDENTS FROM OPPORTUNITY CLASSES -- PRIMARY, JUNIOR, AND INTERMEDIATE (N=21)

Subject	% Above Recommended Grade Level[a]	% At Recommended Grade Level	% Below Recommended Grade Level	No. of Students
Reading		28.6%	71.4%	21
Language		28.6%	71.4%	21
Mathematics		28.6%	71.4%	21
Science	36.8%		63.2%	19
History	40.0%		60.0%	20
Geography	35.0%		65.0%	20
Social Studies		100.0%		1
Average	23.8%		76.2%	21

[a]See section on "Treatment of Data" for definition of classifications

TABLE 11

ACHIEVEMENT BY SUBJECT FOR STUDENTS FROM PERCEPTUAL CLASSES (N=18)

Subject	% Above Recommended Grade Level[a]	% At Recommended Grade Level	% Below Recommended Grade Level	No. of Students
Reading		66.7%	33.3%	18
Language		66.7%	33.3%	18
Mathematics		88.9%	11.1%	18
Science		88.9%	11.1%	18
History		88.9%	11.1%	9
Geography		88.9%	11.1%	9
Social Studies		90.9%	9.1%	11
Average		88.9%	11.1%	18

[a]See section on "Treatment of Data" for definition of classifications

TABLE III

ACHIEVEMENT BY SUBJECT FOR STUDENTS FROM
BEHAVIOURAL CLASSES (N=13)

Subject	% Above Recommended Grade Level[a]	% At Recommended Grade Level	% Below Recommended Grade Level	No. of Students
Reading		30.8%	69.2%	13
Language		46.2%	53.8%	13
Mathematics		61.5%	38.5%	13
Science	7.7%	69.2%	23.1%	13
History		90.0%	10.0%	10
Geography		80.0%	20.0%	10
Social Studies		60.0%	40.0%	5
Average		61.5%	38.5%	13

[a]See section on "Treatment of Data" for definition of classifications

TABLE IV

ACHIEVEMENT BY SUBJECT FOR STUDENT FROM SPECIAL READING CLASS (N=1)

Subject	% Above Recommended Grade Level	% At Recommended Grade Level	% Below Recommended Grade Level
Reading		X	
Language		X	
Mathematics	X		
Science	X		
History	X		
Geography	X		
Social Studies			
Average		X	

[a]See section on "Treatment of Data" for definition of classifications

(b) Personal and Social Adjustment

Figure 1 shows the average score for students in each group on each section of the personal and social adjustment inventory, along with the overall average, according to the perceptions of the teachers. A fact to bear in mind in interpreting the scores is that there are no pretest results available. Therefore it is impossible to determine the magnitude of gain which, indeed, might be most significant in a subgroup with the lowest

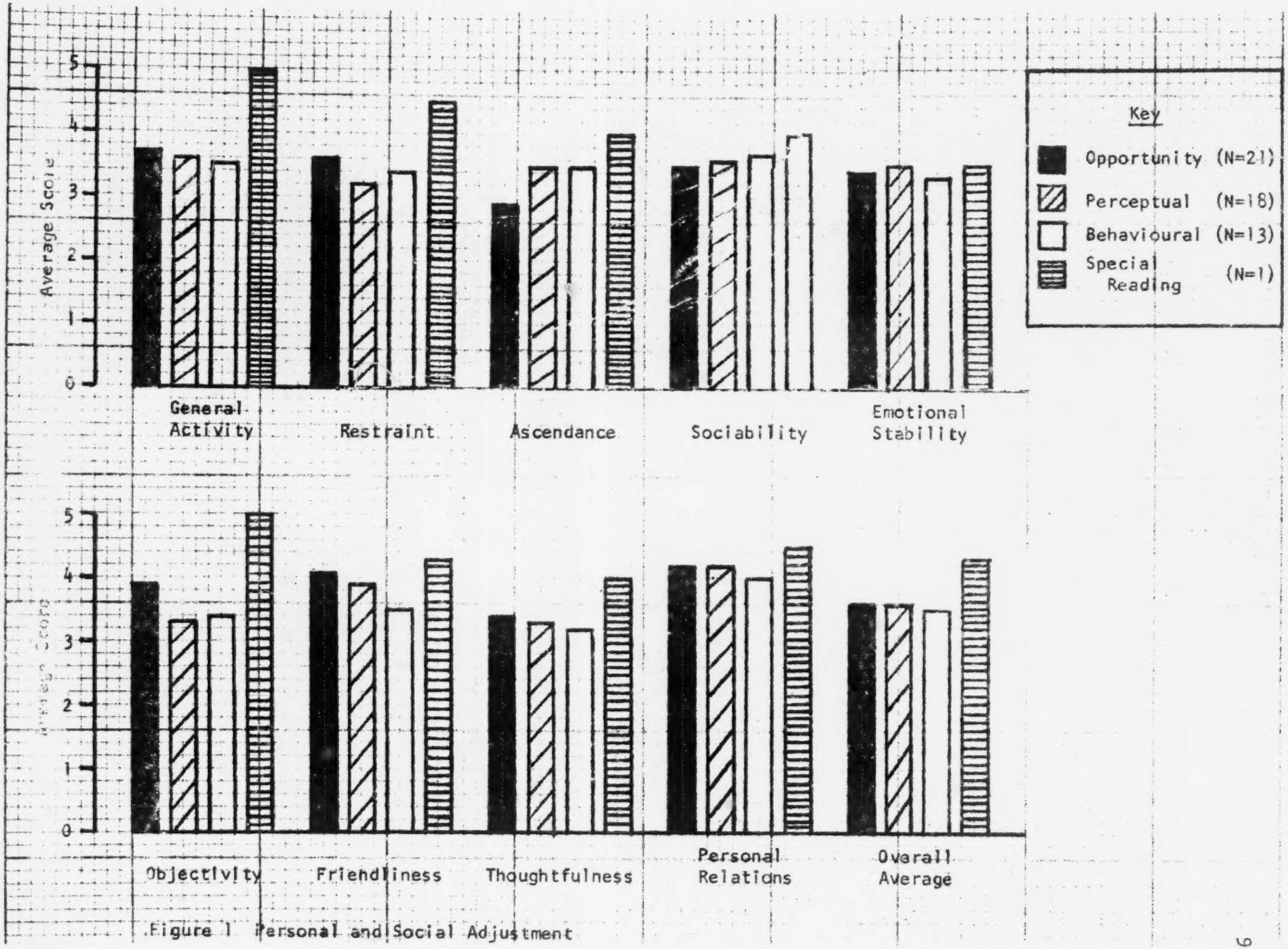

Figure 1 Personal and Social Adjustment

scores in June. This can be determined only by the teacher from her knowledge of the child's development over the year.

It would appear, first, that, at least on the overall average, students in all groups are about equally well adjusted. However, when individual personality and adjustment factors are considered, some variations are evident. For example, students from Opportunity classes, in comparison with those from Perceptual and Behavioural classes, have higher "restraint" scores, lower "ascendance" scores, and higher "objectivity" scores. The pattern of average "friendliness" scores is in descending order for students from Opportunity, Perceptual, and Behavioural classes, in that order. Note that the results for the student from the Special Reading class were not used in these comparisons because only one student was involved. For explanation of the terms used to describe the various factors in the personal and social adjustment inventory, see Appendix B.

Though such information is not shown in this report, results within each subgroup revealed considerable variation among individual students. For anyone interested, these results are on file in the Research Department.

(c) Social Acceptance

Figure 2 shows the average score for students in each group on the social acceptance inventory. It is evident that these students are not being rejected to any great extent by their classmates, at least according to the teachers' perceptions.

(d) Students' Perceptions of Regular Class

Responses to questions related to the students' feelings about the regular class are presented in Table V.

In analyzing the patterns of responses for the six items, it might first be noted that for items two to six, responses cluster in categories "a" and "b", whereas for item one, responses cluster in category "c" (work not too hard and not too easy). Indeed, an overwhelming number of the Behavioural group (76.9%) gave the "c" response to item one.

In looking at differences among groups, it might be assumed that responses "a" and "b" to each item are positive in nature. Viewed in this way, it is clear that Opportunity class students were by far the most

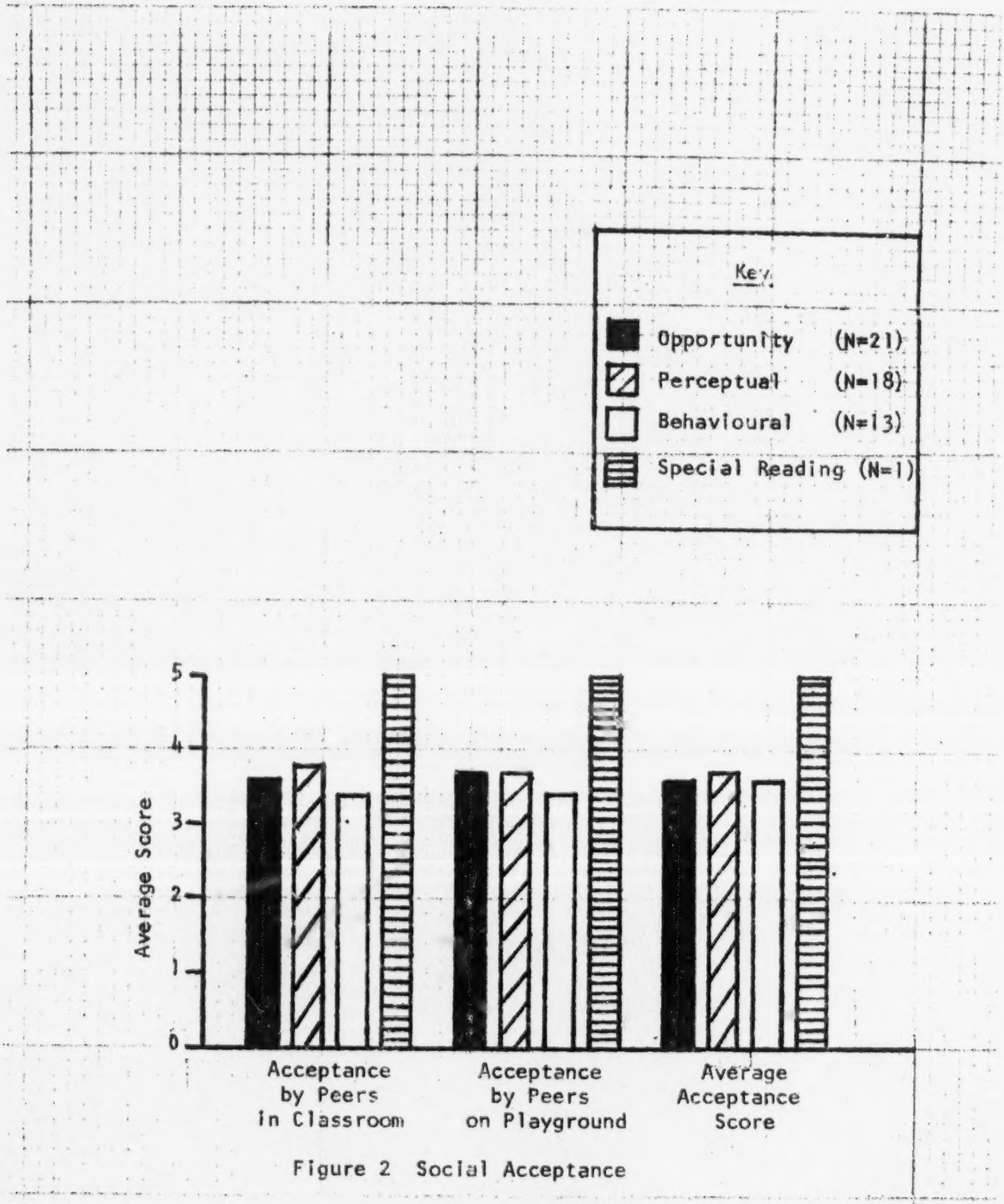

Figure 2 Social Acceptance

TABLE V

STUDENTS' FEELINGS ABOUT REGULAR CLASS

Question	Response	Opportunity No.	Opportunity %	Perceptual No.	Perceptual %	Behavioural No.	Behavioural %	Special Reading No.
1. Do you think the work in this class is:	a. Very easy	1	4.8%	1	5.6%	1	7.7%	
	b. Fairly easy	5	23.8%	2	11.1%	1	7.7%	
	c. Not too hard and not too easy	10	47.6%	8	44.4%	10	76.9%	1
	d. Fairly hard	4	19.0%	6	33.3%	1	7.7%	
	e. Very hard	1	4.8%	1	5.6%	0		
2. How many people in this class would you say you like quite a lot?	a. All of them	9	42.9%	6	33.3%	3	16.7%	
	b. All but a few	7	33.3%	4	22.2%	7	38.9%	1
	c. About half	3	14.3%	2	11.1%	6	33.3%	
	d. Less than half	1	4.8%	2	11.1%	1	5.6%	
	e. Only a few	1	4.8%	4	22.2%	1	5.6%	
3. How hard have you worked this year at learning what has been taught at school?	a. Very hard	5	23.8%	3	16.7%	1	7.7%	
	b. Quite hard	12	57.1%	7	38.9%	6	46.2%	1
	c. Fairly hard	4	19.0%	6	33.3%	4	30.8%	
	d. Not very hard	0		1	5.6%	1	7.7%	
	e. Not hard at all	0		1	5.6%	1	7.7%	
4. How many of the people in this class do you feel are your friends?	a. All of them	6	28.6%	2	11.1%	0		
	b. All but a few	7	33.3%	6	33.3%	6	46.2%	1
	c. About half	4	19.0%	2	11.1%	5	38.5%	
	d. Less than half	3	14.3%	3	16.7%	0		
	e. Only a few	1	4.8%	5	27.8%	2	15.4%	
5. How much do you feel you learned in school this year?	a. Very much	9	42.9%	3	16.7%	2	15.4%	1
	b. Quite a lot	9	42.9%	12	66.7%	7	53.8%	
	c. A fair amount	2	9.5%	2	11.1%	2	15.4%	
	d. A little bit	0		0		0		
	e. Not much	1	4.8%	1	5.6%	2	15.4%	
6. How do you usually feel when you are in this class?	a. Very interested	12	57.1%	7	38.9%	2	15.4%	1
	b. Quite interested	7	33.3%	5	27.8%	8	61.5%	
	c. Fairly interested	1	4.8%	4	22.2%	2	15.4%	
	d. A little bit interested	1	4.8%	1	5.6%	0		
	e. Not interested	0		1	5.6%	1	7.7%	

positive of the three groups. Differences in the positive responses ("a" and "b") of the Perceptual and Behavioural groups are not so marked as between these two groups and the Opportunity group. The most noticeable differences between the Perceptual and Behavioural groups are in items five and six. The one student from a Special Reading class responded favourably to all questions.

In examining the responses to the interview questions, the reader should bear in mind that there may have been some attempt on the part of students involved to respond favourably in an attempt to create an impression or to give the "right" answer.

V. ANALYSIS RELATING TO APPROPRIATENESS OF RECOMMENDED GRADE PLACEMENT OF STUDENTS RETURNED TO REGULAR CLASSES

(a) Opportunity Group

In order to assess the appropriateness of the recommended grade placement, a comparison was first made between the recommended grade placement (by the Special Education Department) and the actual grade placement (by the individual school). By "actual grade placement" is meant the grade in which the student was enrolled at the end of the school year (June, 1969). This could be the same as the grade in which the student was placed the previous September, or it could represent the grade to which he was transferred during the school year.

Table VI shows the recommended and actual grade placement for students from Opportunity classes. Numbers appearing inside the heavily outlined squares represent students who were placed in the grade to which they were recommended. Numbers appearing in squares to the lower left of these outlined squares represent students who were placed in a higher grade than the one to which they were recommended; numbers appearing to the upper right represent students who were placed in a lower grade than the one to which they were recommended.

It is evident that the majority of students from Opportunity classes were placed in the grade recommended by the Special Education Department. Six were placed above; only two below. Recalling that the academic achievement of this group was, for the most part, below the recommended grade level

TABLE VI

RECOMMENDED AND ACTUAL GRADE PLACEMENT
FOR OPPORTUNITY STUDENTS

Recommended Grade Placement

Acutal Grade Placement	2	5	6	7	Totals
2	1				1
5		2	2		4
6		2	8		10
7			4	2	6
Totals	1	4	14	2	21

(Table I), it seems that, academically at any rate, these students are being placed in higher grades than they can handle. However, it must be remembered that in all cases personal and social factors, such as age and peer-group relations, would be taken into account in making a decision, as it could well be self-defeating to place the student in a lower grade with students much younger than himself. Indeed, it is clear from the age-grade statistics presented in Table VII that all students in the Opportunity group were already at least one year older for the grade to which they were recommended than would be expected had they progressed at the rate of one grade per year.

TABLE VII

AGE AS RELATED TO RECOMMENDED GRADE LEVEL
FOR STUDENTS IN ALL GROUPS

Group	Above Age	At Age[a]	Below Age	Total
Opportunity	100% N=21			N=21
Perceptual	83% N=15	17% N=3		N=18
Behavioural	62% N=8	38% N=5		N=13
Special Reading	100% N=1			N=1

[a]Born during the year of birth for students who are at the same grade level and who proceed through school at the rate of one grade per year.

In an attempt to gain more knowledge about the relationship between recommended grade placement and a student's actual performance in the regular class, it was decided to analyze standardized achievement test results available from the Special Education Department. Such results were on file for the Opportunity group only.

Table VIII shows the percentage of students above, at, and below recommended grade level[1] based on standardized test results for the seventeen students from Opportunity classes for whom these results were available.

[1]For purposes of comparison, since the standardized tests were given in June, 1968, and the teacher's evaluation was made in June, 1969, "at grade level" for the standardized test results was defined as being one grade above or below the expected grade at the time the test was given. Thus, in the case of a student recommended to grade 5 for the following year, the expected grade level would be 4.9 and the range acceptable to be considered "at grade level" would be 4.0 to 5.8.

TABLE VIII

ACHIEVEMENT ON STANDARDIZED TESTS
(STANFORD ACHIEVEMENT BATTERY)
FOR STUDENTS FROM OPPORTUNITY CLASSES

Subject	% Above Recommended Grade Level[a]	% At Recommended Grade Level	% Below Recommended Grade Level	Total N
Reading-Word Meaning	5.9%	47.1%	47.1%	17
Reading-Paragraph Meaning		41.2%	58.8%	17
Spelling		29.4%	70.6%	17
Word Study Skills		58.8%	41.2%	17
Language		17.6%	82.4%	17
Arithmetic-Computation	5.9%	70.6%	23.5%	17
Arithmetic-Concepts	5.9%	58.8%	35.3%	17
Arithmetic-Applications		43.8%	56.3%	16
Overall Average		58.8%	41.2%	17

[a]See footnote on page 15 for definition of classifications

Table IX shows level of achievement by subject based on the teachers' evaluations for the same seventeen students (Note: This is essentially the same as Table I, except for the fact that results for only 17, not 21, students are shown).

It is immediately obvious that a greater percentage of students achieved "at recommended grade level" on the standardized tests than did according to the teachers' evaluations in the regular classes. This applies in all subject areas for which comparisons can be made, except in "Language" where a higher percentage of students (23.5 per cent as opposed to 17.6 percent) were performing "at recommended grade level" according to the teachers.

Although the percentages based on standardized tests provide justification for the large number of students from Opportunity classes who were placed in grades higher than they could handle academically (see Table VI), it must be remembered that these tests are based on U.S. grade norms and usually inflate the achievement of Canadian students.

A study of another significant factor, learning capacity, reveals that the average (mean) for this group is 86.1 I.Q. points.

(b) Perceptual Group

Table X shows recommended and actual grade placement for students from Perceptual classes. Here, virtually all of the students were placed at the recommended level. Since these students were, for the most part, also achieving at the recommended level (Table II), it appears that recommendations to grade level were sound. Because of this, it might be assumed that age would not necessarily be a major factor in recommending grade level. However, it should be noted that 83 per cent of this group are still a year older than would be expected for the grade to which they were recommended (Table VII).

The average I.Q. for this group is 99.9 which accounts somewhat for their better academic performance when compared with the Opportunity group.

(c) Behavioural Group

Table XI shows recommended and actual grade placement for students from Behavioural classes. Here, three students out of the thirteen were placed below recommended grade level; the rest were placed at the recommended grade level. When it is recalled (Table III) that the majority of the students were able to perform at the recommended level in Mathematics, Science, History,

TABLE IX

ACHIEVEMENT BY SUBJECT (TEACHER'S EVALUATION)
FOR STUDENTS FROM OPPORTUNITY CLASSES (N=17)

Subject	% Above Recommended Grade Level[a]	% At Recommended Grade Level	% Below Recommended Grade Level	Total N
Reading		29.4%	70.6%	17
Language		23.5%	76.5%	17
Mathematics		35.3%	64.7%	17
Science		40.0%	60.0%	15
History		41.2%	58.8%	17
Geography		35.3%	64.7%	17
Social Studies				0
Average		23.5%	76.5%	17

[a]See section on "Treatment of Data" for definition of classifications

TABLE X

RECOMMENDED AND ACTUAL GRADE PLACEMENT
FOR PERCEPTUAL STUDENTS

Recommended Grade Placement

Actual Grade Placement	2	3	4	5	6	Totals
2	2					2
3	1	5				6
4			4			4
5				4		4
6					2	2
Totals	3	5	4	4	2	18

TABLE XI

RECOMMENDED AND ACTUAL GRADE PLACEMENT
FOR BEHAVIOURAL STUDENTS

Recommended Grade Placement

Actual Grade Placement	3	4	5	6	7	Totals
3			2			2
4		1	1			2
5			6			6
6				2		2
7					1	1
Totals		1	9	2	1	13

Geography, and Social Studies, it is evident that the recommendations for this group were, on the whole, sound. There is some discrepancy, however, in the performance in Reading and Language, two major core subjects, where a large majority of students (69.2 per cent for Reading, 53.8 per cent for Language) were below the recommended grade level.

The age statistics for this group (Table VII) reveal that a smaller percentage of them were older than would be expected for the grade to which they were recommended than was the case for the Opportunity and Perceptual groups. Also, this group has the highest average I.Q. of the three groups, 103.0 points.

(d) Special Reading Student

Table XII shows recommended and actual grade placement for the one student from a Special Reading class. This student was placed in a grade

TABLE XII

RECOMMENDED AND ACTUAL GRADE PLACEMENT
FOR SPECIAL READING STUDENT

Recommended Grade Placement

Actual Grade Placement	5	6	Total
5			
6	1		1
Total	1		1

above the recommended grade placement. Considering his academic achievement, which was at recommended level in Reading and Language and above recommended level in all other subjects (Table IV), it appears that the recommendation was sound.

This student was also older than would be expected for the grade to which he was recommended (Table VII). His I.Q. was 117, which accounts in part for his high academic performance.

(e) Special Subjects and Interests

Though such information is not directly related to the question relating to appropriateness of recommended grade placement, it was considered that some data on the special interests of the students returned to regular classes would provide some facts of use in future program development. The information, taken from teachers' responses to an open-ended question on the evaluation form, is summarized, without comment, in Table XIII.

TABLE XIII

SPECIAL SUBJECTS AND INTERESTS

Specialty	No. of Responses[a]			
	Opportunity (N=21)	Perceptual (N=18)	Behavioural (N=13)	Special Reading (N=1)
Art	4	1	2	1
Music	2	1	1	
Sports	4	5	4	
Mechanical Projects	2			
Mathematics	1			
Creative Writing	1			
Special Projects	2			
Spelling	1			
Natural Science		3	4	
Recreational Reading			2	
Current Events			1	

[a]Column totals may be greater than N because, in some cases, more than one specialty was indicated for a student.

VI. SUMMARY AND CONCLUSIONS

In September, 1968, fifty-seven students from special classes (Opportunity, Perceptual, Behavioural, and Special Reading) were returned to regular classes. This study is an attempt to assess the impact of this reintegration on the students involved. As criteria of success, consideration was given to academic achievement, personal and social adjustment, social relations with peers, and students' perceptions of the regular class. In addition, some attention was paid to the appropriateness of the grade placement recommended by the Special Education Department.

Success of Students Returned to Regular Classes

1. According to teachers' evaluations, students from Opportunity classes did not achieve at the grade level recommended by the Special Education Department. However, students from the other three groups achieved generally according to expectation.

2. Overall personal and social adjustment, as perceived by teachers of the regular classes, was similar for all groups. However, students from Opportunity classes had higher "restraint", "objectivity", and "friendliness" scores and lower "ascendance" scores.

3. Teachers of regular classes perceived little difference in the social acceptance of the different groups of special students by their peers, either in the classroom or on the playground.

4. Generally, the special students gave favourable responses to questions related to their feelings about the regular class. Comparison of groups revealed that Opportunity class students were by far the most positive of the three groups (excluding the one student from the Special Reading class).

Appropriateness of Recommended Grade Placement

1. Students from Opportunity classes did not perform at the expected grade level, according to the perceptions of regular class teachers. However, factors such as overageness and a fair level of achievement on standardized tests were assumed to be responsible for the placement of these students in higher grades than they could handle academically.

2. Recommendations to grade level appeared to be sound for the Perceptual group.

3. The Behavioural group of students performed generally at recommended grade level (except in Reading and Language) and tended to be younger than the other groups. Therefore, it was concluded that recommendations to grade level were sound.

4. The Special Reading student performed so well that there could be no assumption that the recommended grade placement was too high.

APPENDIX A

QUALIFICATIONS FOR ADMISSION INTO SPECIAL EDUCATION CLASSES

CLASS	QUALIFICATIONS
OPPORTUNITY CLASSES	Students who have already repeated a grade and are still unable to progress satisfactorily, and educable retarded and slow learning children who are unable to proceed in the regular classroom.
PERCEPTUAL CLASSES	Pupils with average or above average ability who are unable to proceed in the regular classroom due to specific perceptual problems which interfere with learning.
BEHAVIOURAL CLASSES	Pupils with average or above average ability who are unable to function adequately in the regular classroom due to emotional problems.
SPECIAL READING CLASSES	Boys with average or above average ability who have a severe reading handicap.

APPENDIX B

DESCRIPTION OF PERSONALITY TRAITS USED AS BASIS FOR PERSONAL AND SOCIAL ADJUSTMENT INVENTORY

As a result of considerable research in the area, Guilford identified ten relatively independent personality traits.[1] Of these ten, nine were chosen to be used as the basis on which to build the personal and social adjustment inventory used in this study.

The nine traits, with descriptive adjectives for each, are listed below.

1. General activity: hurrying, liking for speed, liveliness, vitality, production, efficiency
2. Restraint: serious, deliberate, persistent, *vs.* carefree, impulsive,excitement-loving
3. Ascendance: self-defense, leadership, bluffing, speaking in public, *vs.* submissiveness and hesitation
4. Sociability: many friends, seeking friends and social activities, seeking limelight, *vs.* few friends, shyness
5. Emotional stability: evenness of moods, optimistic, composure, *vs.* fluctuation of moods, pessimism, daydreaming, excitability, feelings of guilt, worry, loneliness,and ill health
6. Objectivity: thick-skinned, accurate, observing, *vs.* hypersensitive, self-centered, suspicious, having ideas of reference
7. Friendliness: tact, acceptance of domination, respect for others, *vs.* hostility, resentment, desire to dominate, and contempt for others
8. Thoughtfulness: reflective, observing of self and others, mental poise, *vs.* interest in overt activity and mental disconcertedness
9. Personal relations: tolerance of people, faith in social institutions, *vs.* fault-finding, uncooperative, suspicious, self-pitying

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[1]Georgia Sachs Adams, Measurement and Evaluation in Education, Psychology, and Guidance. New York: Holt, Rinehart and Winston, 1964.

M E M O R A N D U M

TO: Principals of Schools Where
Former Special Class Pupils
Have Been Returned to Regular Classes

RE: (a) Evaluation forms to be completed by teachers
(b) Completion of Pupil's Form

Would you please have the enclosed teacher's evaluation form(s) completed by the appropriate teacher(s) and returned to the Research Department in the enclosed envelope.

In addition, a brief data-collection form is to be completed by the pupil(s) named on the teacher's form. To facilitate this task, one of the following individuals from the Research Department will visit your school some time during a four-day period beginning with June 16:

(a) Mrs. Shirley Kirkland

OR

(b) Mrs. Helen Hayball

Would you please arrange to have a separate area available so that the pupil(s) in your school can complete the form as a group with the assistance of the visitor who will take care of all tasks connected with administration and return of the forms. The time required of the pupils will be approximately fifteen minutes.

H. J. Dilling,
Research Consultant.

HJD:sk
June 10, 1969

H. A. Scott,
Assistant Superintendent
of Schools (Auxiliary Services).

EVALUATION OF ACHIEVEMENT AND ADJUSTMENT

(TEACHER'S FORM)

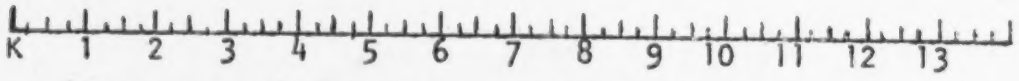
1. PUPIL'S NAME _____ 2. GRADE _____ 3. TEACHER _____

4. ACADEMIC ACHIEVEMENT

DIRECTIONS: *Please indicate the grade level at which the pupil is performing in each subject by cutting the scale with a red line at the appropriate point.*

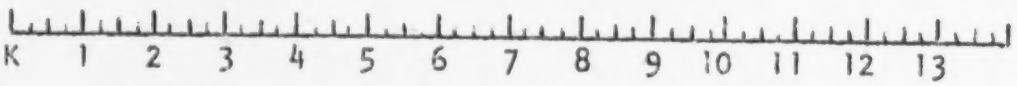
Subject

(a) Reading (Reading and Literature in Intermediate Grades)

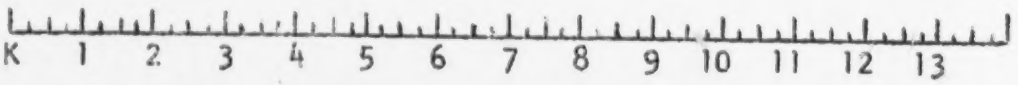


(Each numeral indicates the beginning of a grade)

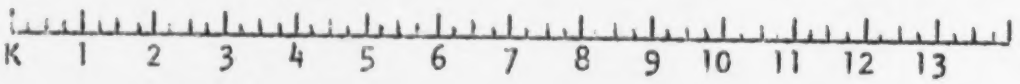
(b) Language (Composition and Grammar in Intermediate Grades)



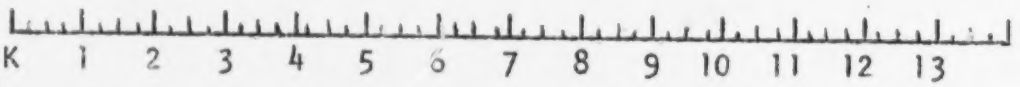
(c) Mathematics



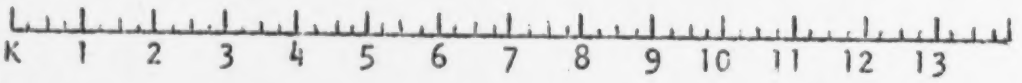
(d) Science



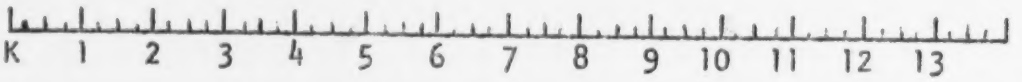
(e) History (In Junior and Intermediate Grades)



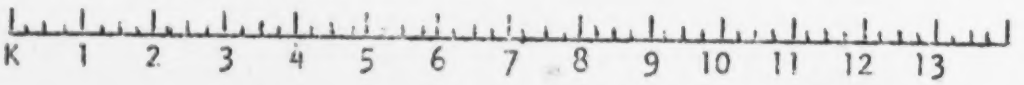
(f) Geography (In Junior and Intermediate Grades)



(g) Social Studies (In Primary Grades only)



(h) Average in <u>All</u> Subjects



(i) Does this pupil do exceptionally well <u>or</u> poorly in any subjects other than the above? Does he have any other interests to which he devotes a great deal of effort?

Comments: _____

_____

_____

_____

5. PERSONAL AND SOCIAL ADJUSTMENT

Directions: *Please circle the numeral which represents the frequency of occurrence for each behaviour.*

Rating Scale

1 = Never
2 = Very seldom
3 = Occasionally
4 = Much of the time
5 = Almost always

(a) Reacts in a constructive manner to criticism or suggestion.	1 2 3 4 5
(b) Accepts responsibility, takes initiative, or volunteers.	1 2 3 4 5
(c) Displays cheerfulness and good humour.	1 2 3 4 5
(d) Completes assignments.	1 2 3 4 5
(e) Defends his(her) point of view when it is disputed.	1 2 3 4 5
(f) Adapts easily to new situations (parties, trips, unanticipated changes in routine).	1 2 3 4 5
(g) Is attentive in class.	1 2 3 4 5
(h) Becomes discouraged when things do not turn out as expected.	1 2 3 4 5
(i) Gives some thought to actions, before engaging in them.	1 2 3 4 5
(j) "Plays hookey" from school.	1 2 3 4 5
(k) Is generally productive.	1 2 3 4 5
(l) Is very anxious when taking tests.	1 2 3 4 5
(m) Shows ability to concentrate.	1 2 3 4 5
(n) Respects rules laid down by teachers and principals.	1 2 3 4 5
(o) Is well organized and careful.	1 2 3 4 5
(p) Shares with others.	1 2 3 4 5
(q) Seeks friends and social activities.	1 2 3 4 5

Rating Scale

1 = Never
2 = Very seldom
3 = Occasionally
4 = Much of the time
5 = Almost always

(r) Usually quickly forgives wrongs done to him(her).	1 2 3 4 5
(s) Exhibits good sportsmanship in games.	1 2 3 4 5
(t) Displays hostile behaviour.	1 2 3 4 5
(u) Shows regard for feelings of others.	1 2 3 4 5
(v) Contributes to group activity or discussion.	1 2 3 4 5

6. SOCIAL ACCEPTANCE

Directions: *Please circle the phrase which represents the most appropriate answer to the question for this pupil.*

(a) Is he (she) overlooked or excluded by classmates during class activities?

Never	Very Seldom	Occasionally	Much of the time	Always

(b) Is he (she) overlooked or exluded from activities on the playground?

Never	Very Seldom	Occasionally	Much of the time	Always

NAME:_____ SCHOOL: _____

HOW I FEEL ABOUT MY CLASS

Put a line under only one group of words that tells how you would answer each question.

1. Do you think the work in this class is:

   a. Very hard
   b. Fairly hard
   c. Not too hard and not too easy
   d. Fairly easy
   e. Very easy

2. How many people in this class would you say you like quite a lot?

   a. All of them
   b. All but a few
   c. About half
   d. Less than half
   e. Only a few

3. How hard have you worked this year at learning what has been taught at school?

   a. Very hard
   b. Quite hard
   c. Fairly hard
   d. Not very hard
   e. Not hard at all

4. How many of the people in this class do you feel are your friends?

   a. All of them
   b. All but a few
   c. About half
   d. Less than half
   e. Only a few

5. How much do you feel you learned in school this year?

a. Very much
b. Quite a lot
c. A fair amount
d. A little bit
e. Not much

6. How do you usually feel when you are in this class?

a. Very interested
b. Quite interested
c. Fairly interested
d. A little bit interested
e. Not interested